

WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, SUITE 400,
LINCOLN, CALIFORNIA 95648
Phone: 916.645.6350 Fax: 916.645.6356

MEMBERS OF THE GOVERNING BOARD

Damian Armitage – President
 Paul Long – Vice President
 Kris Wyatt – Clerk
 Brian Haley – Member
 Paul Carras – Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
 Kerry Callahan, Deputy Superintendent of Educational Services
 Gabe Simon, Assistant Superintendent of Personnel Services
 Audrey Kilpatrick, Assistant Superintendent of Business & Operations

School	CALPADS	5/10/2019	6/7/2019
Sheridan Elementary (K-5)	56	56	57
First Street Elementary (K-5)	439	441	441
Carlin C. Coppin Elementary (K-5)	444	448	446
Creekside Oaks Elementary (K-5)	589	626	618
Twelve Bridges Elementary (K-5)	644	647	642
Foskett Ranch Elementary (K-5)	412	422	420
Lincoln Crossing Elementary (K-5)	666	671	669
Glen Edwards Middle School (6-8)	869	866	866
Twelve Bridges Middle School (6-8)	796	806	806
Lincoln High School (9-12)	2,004	1,988	1,959
Phoenix High School (10-12)	100	81	67
SDC Program (18-22)	14	9	9
TOTAL	7033	7,061	7,000

SDC Pre-School

Carlin C. Coppin	0
Foskett Ranch	31
First Street/LIP	15

Parent Education

Continuing Educ. Classes	16
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GLOBAL DISTRICT GOALS

- Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
- Foster a safe, caring environment where individual differences are valued and respected.
- Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
- Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.
- Promote student health and nutrition in order to enhance readiness for learning.

Western Placer Unified School District

Regular Meeting of the Board of Trustees

August 20, 2019

WPUSD District Office/City Hall Building–3rd Floor Conference Room
600 Sixth Street, Lincoln, CA 95648

AGENDA

2018-2019 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

6:30 P.M. START

1. **CALL TO ORDER** – WPUSD District Office/City Hall Bldg. – 3rd Floor Conference Room
2. **COMMUNICATION FROM THE PUBLIC**

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters on the agenda. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. Request forms for this purpose are located at the entrance to the Meeting Room. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

6:35 P.M.

3. **CLOSED SESSION** – WPUSD District Office – 4th Floor Overlook Room
 - 3.1 **CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Kerry Callahan, Deputy Superintendent of Educational Services
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations
 - 3.2 **CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF15-514477
 - 3.3 **PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release

7:00 P.M.

4. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – District Office/City Hall Blvd., - 3rd Floor Conference Room
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

Regular Meeting of the Board of Trustees

August 20, 2019

Agenda

Bargaining groups: WPTA & CSEA Negotiations

Agency Negotiators:

~Scott Leaman, Superintendent

~Kerry Callahan, Deputy Superintendent of Educational Services

~Gabe Simon, Assistant Superintendent of Personnel Services

~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

4.2 **Page 9 - CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**

CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF15-514477

4.3 **Page 10 - PERSONNEL**

Public Employee Employment/Discipline/Dismissal/Release

5. **Page 12-27 - CONSENT AGENDA**

NOTICE TO THE PUBLIC

All items on the Consent Agenda will be approved with one motion, which is not debatable and requires a unanimous vote for passage. If any member of the Board, Superintendent, or the public, so request, items may be removed from this section and placed in the regular order of business following the approval of the consent agenda.

5.1 Certificated Personnel Report

5.2 Classified Personnel Report

5.3 Approve Williams Uniform Quarterly Report

5.4 Ratification of WAVE Broadband for Telecommunications Services

5.5 Ratification of Contract with Life Touch School Photography Services and Creekside Oaks Elementary School

5.6 Ratifications of Contract between Shady Creek Outdoor School Fieldtrip and Carlin C. Coppin Elementary

Roll call vote:

6. **COMMUNICATION FROM THE PUBLIC**

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters not on the agenda. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. Request forms for this purpose are located at the entrance to the Meeting Room. Request forms are to be Submitted to the Board Clerk prior to the start of the meeting.

7. **REPORTS & COMMUNICATION**

➤ Lincoln High School Student Advisory – Mattie Ridgway

➤ Western Placer Teacher's Association – Tim Allen

➤ Western Placer Classified Employee Association – Jim Houck

➤ Superintendent – Scott Leaman

8. **◆ ACTION ◆ DISCUSSION ◆ INFORMATION**

Members of the public wishing to comment on any items should complete a yellow **REQUEST TO ADDRESS BOARD OF TRUSTEES** form located on the table at the entrance to the Board Room. Request forms are to be submitted to the Board Clerk before each item is discussed.

Regular Meeting of the Board of Trustees
August 20, 2019
Agenda

8.1 Information *Page 29 – 2018-2019 WASC REPORT FOR PHOENIX HIGH SCHOOL - Callahan (19-20 G & O Component I, II, III, IV, V)*

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

- School Safety

9.2 BOARD MEMBER REPORTS/COMMENTS

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➤ **September 3, 2019** 7:00 P.M., Regular Meeting of the Board of Trustees –
District Office/City Hall Bldg., 3rd Floor Conference Room

➤ **September 17, 2019** 7:00 P.M., Regular Meeting of the Board of Trustees –
District Office/City Hall Bldg., 3rd Floor Conference Room

11. ADJOURNMENT

Accommodating Those Individuals with Special Needs:

In compliance with the Americans with Disabilities Act, the Western Placer Unified School District encourages those with disabilities to participate fully in the public meeting process. If you have a special need in order to allow you to attend or participate in our public meetings, please contact the Office of the Superintendent, at (916) 645-6350 at least 48 hours in advance of the meeting you wish to attend so that we may make every reasonable effort to accommodate you, including auxiliary aids or services.

**DISCLOSURE
OF ACTION
TAKEN IN
CLOSED
SESSION,
IF ANY**

Western Placer Unified School District

CLOSED SESSION AGENDA

Place: District Office/City Hall Bldg. – Overlook Room (Fourth Floor)

Date: Tuesday, August 20, 2019

Time: 6:35 P.M.

1. LICENSE/PERMIT DETERMINATION
 2. SECURITY MATTERS
 3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
 4. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
 5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
 6. LIABILITY CLAIMS
 7. THREAT TO PUBLIC SERVICES OR FACILITIES
 8. **PERSONNEL**
 - * PUBLIC EMPLOYEE APPOINTMENT
 - * PUBLIC EMPLOYEE EMPLOYMENT
 - * PUBLIC EMPLOYEE PERFORMANCE EVALUATION
 - * **PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/DISMISSAL/RELEASE**
 - * COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE
 9. CONFERENCE WITH LABOR NEGOTIATOR
 10. STUDENTS
 - * STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
 - * STUDENT PRIVATE PLACEMENT
 - * INTERDISTRICT ATTENDANCE APPEAL
 - * STUDENT ASSESSMENT INSTRUMENTS
 - * STUDENT RETENTION APPEAL, Pursuant to BP 5123
 - * DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION
1. **LICENSE/PERMIT DETERMINATION**
 - A. Specify the number of license or permit applications.
 2. **SECURITY MATTERS**
 - A. Specify law enforcement agency
 - B. Title of Officer
 3. **CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
 - A. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.
 - B. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.
 - C. Under negotiations: specify whether the instructions to the negotiator will concern price, terms of payment or both.

4. **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
 - A. Name of case: specify by reference to claimant's name, names or parties, case or claim number.
 - B. Case name unspecified: specify whether disclosure would jeopardize service of process or existing settlement negotiations.
5. **CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION**
 - A. Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9 (if the agency expects to be sued) and also specify the number of potential cases.
 - B. Initiation of litigation pursuant to subdivision (c) of Government Code Section 54956.9 (if the agency intends to initiate a suit) and specify the number of potential cases.
6. **LIABILITY CLAIMS**
 - A. Claimant: specify each claimants name and claim number (if any). If the claimant is filing a claim alleging district liability based on tortuous sexual conduct or child abuse, the claimant's name need not be given unless the identity has already been publicly disclosed.
 - B. Agency claims against.
7. **THREATS TO PUBLIC SERVICES OR FACILITIES**
 - A. Consultation with: specify name of law enforcement agency and title of officer.
8. **PERSONNEL:**
 - A. **PUBLIC EMPLOYEE APPOINTMENT**
 - a. Identify title or position to be filled.
 - B. **PUBLIC EMPLOYEE EMPLOYMENT**
 - a. Identify title or position to be filled.
 - C. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
 - a. Identify position of any employee under review.
 - D. **PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/DISMISSAL/RELEASE**
 - a. It is not necessary to give any additional information on the agenda.
 - E. **COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE, UNLESS EMPLOYEE REQUESTS OPEN SESSION**
 - a. No information needed
9. **CONFERENCE WITH LABOR NEGOTIATOR**
 - A. Name any employee organization with whom negotiations to be discussed are being conducted.
 - B. Identify the titles of unrepresented individuals with whom negotiations are being conducted.
 - C. Identify by name the agency's negotiator
10. **STUDENTS:**
 - A. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
 - B. **STUDENT PRIVATE PLACEMENT**
 - a. Pursuant to Board Policy 6159.2
 - C. **INTERDISTRICT ATTENDANCE APPEAL**
 - a. Education Code 35146 and 48918
 - D. **STUDENT ASSESSMENT INSTRUMENTS**
 - a. Reviewing instrument approved or adopted for statewide testing program.
 - E. **STUDENT RETENTION/ APPEAL**
 - a. Pursuant to Board Policy 5123
 - F. **DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION**
 - a. Prevent the disclosure of confidential student information.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Bargaining Groups:

WPTA & CSEA Negotiations

Agency Negotiators:

Scott Leaman, Superintendent

Kerry Callahan, Deputy Superintendent of
Educational Services

Gabe Simon, Assistant Superintendent
of Personnel Services

Audrey Kilpatrick, Assistant Superintendent
Business and Operations

AGENDA ITEM AREA:

Disclosure of action taken in
closed session

REQUESTED BY:

Scott Leaman
Superintendent

ENCLOSURES:

No

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

August 20, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

Labor Negotiator will give the Board of Trustees an update on Western Placer Teachers Association & Classified Schools Employee Association Bargaining Groups.

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

wp/rk/factform

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SUBJECT:
CONFERENCE WITH LEGAL COUNSEL –
EXISTING LITIGATION

AGENDA ITEM AREA:
Disclosure of Action Taken in
Closed Session

REQUESTED BY:
Scott Leaman, Superintendent
Kerry Callahan, Deputy Superintendent of
Educational Services

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
August 20, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Case: Mark Babbin and CAL200, S.F. County Superior Court (Case No. CPF-15-514477).

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Existing Litigation.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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SUBJECT:

PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/
DISMISSAL/RELEASE

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Gabe Simon
Assistant Superintendent of Personnel Services

ENCLOSURES:

No

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

August 20, 2019

ROLL CALL REQUIRED:

Yes

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regards to Public Employee Employment/Discipline/Dismissal/Release.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regards to Public Employee Employment/Discipline/Dismissal/Release.

CONSENT

AGENDA

ITEMS

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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SUBJECT:

Certificated Personnel Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Gabriel Simon *GS*
Assistant Superintendent of Personnel Services

ENCLOSURES:

Yes

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General Fund/Categorical

MEETING DATE:

August 20, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will take action to approve the certificated personnel report.

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT**

August 20, 2019

CERTIFICATED/MANAGEMENT

NEW HIRES: None

REQUEST FOR LEAVE OF ABSENCE (SHARED CONTRACTS): None

RESIGNATIONS:

1. Name: LeAnne Dolce
 Position: RSP
 FTE: 1.0
 Effective: July 31, 2019
 Site: Creekside Oaks Elementary School

CHANGE:

1. Name: Katelyn Tomasello
 Position: 4th Grade (Temp to Prob 1)
 FTE: 1.0
 Effective: August 9, 2019
 Site: Lincoln Crossing Elementary School

RETIREMENTS: None

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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SUBJECT:

Classified Personnel Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Gabriel Simon *GS*
Assistant Superintendent of Personnel Services

ENCLOSURES:

Yes

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General Fund/Categorical

MEETING DATE:

August 20, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will take action to approve the classified personnel report.

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT**

August 20, 2019

CLASSIFIED/MANAGEMENT

NEW HIRES:

- | | |
|--|---|
| 1. Name: Marnie Casady
Position: Health Clerk
Salary: CSEA, Range 20, Step B
FTE: 2 hours/5 days a week
Days: 10 months/Year | Effective: 8/15/19
Site: Twelve Bridges Middle School
Replacement |
| 2. Name: Tammy Lombard
Position: Custodian/Groundsman
Salary: CSEA, Range 22, Step E
FTE: 8 hours/5 days a week
Days: 12 months/Year | Effective: 8/26/19
Site: Twelve Bridges Elementary School
Replacement |
| 2. Name: Jennifer Mendonsa
Position: Campus/Cafeteria Supervisor
Salary: CSEA, Range 13, Step B
FTE: 1.84 hours/5 days a week
Days: 10 months/Year | Effective: 8/15/19
Site: Lincoln Crossing Elementary School
Replacement |

REHIRE:

- | | |
|--|---|
| 1. Name: Jacqueline Walker
Position: Custodian/Groundsman
Salary: CSEA, Range 22, Step B
FTE: 8 hours/5 days a week
Days: 12 months/Year | Effective: 8/13/19
Site: Creekside Oaks Elementary School
Replacement |
|--|---|

TRANSFER/PROMOTION:

- | | |
|--|---|
| 1. Name: Sandra Yoder
Position: Campus/Cafeteria Supervisor
FTE: .34 hours/5 days a week
Days: 10 months/Year | Effective: 8/15/19
Site: Lincoln Crossing Elementary School
Replacement |
| 2. Name: Deborah Tagliaferi
Position: Campus/Cafeteria Supervisor
FTE: 2.5 hours/5 days a week
Days: 10 months/Year | Effective: 8/15/19
Site: Lincoln Crossing Elementary School
Replacement |

ADDITIONAL POSITION:

- | | |
|--|---|
| 1. Name: Jessica Moore
Position: Campus/Cafeteria Supervisor
FTE: .5 hours/5 days a week
Days: 10 months/Year | Effective: 8/15/19
Site: Creekside Oaks Elementary School
Replacement |
|--|---|

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT**

August 20, 2019

CLASSIFIED/MANAGEMENT CONTINUED:

RESIGNATIONS:

- | | | |
|-----------|---------------------------------------|---|
| 1. Name: | Miguel Zarco | Effective: 8/8/19 |
| Position: | Grant Funded Instructional Aide | Site: Sheridan |
| 2. Name: | Maria del Rocio Mojica-Bierwirth | Effective: 8/14/19 |
| Position: | Paraprofessional Physical Health Care | Site: First Street Elementary School |
| 3. Name: | Sarah McCrary | Effective: 8/13/19 |
| Position: | Campus/Cafeteria Supervisor | Site: Carlin C Coppin Elementary School |
| 4. Name: | Theresa Drahos | Effective: 8/6/19 |
| Position: | Paraprofessional Physical Health Care | Site: Foskett Ranch Elementary School |

RETIREMENTS:

- | | | |
|-----------|----------------------|--|
| 1. Name: | Herculano Sousa | Effective: 10/1/19 |
| Position: | Custodian/Groundsman | Site: Creekside Oaks Elementary School |

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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SUBJECT:

Williams Uniform Quarterly
Complaint Report

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

August 20, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

One component of the Williams Settlement Legislation requires each district to submit a quarterly report to the County Superintendent and the Governing Board on the nature and resolution of complaints addressing insufficient instructional material, teacher vacancies and misassignments, and emergency or urgent facilities issues.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the results of the Williams Uniform Complaint report.

Quarterly Report on Williams Uniform Complaints
[Education Code § 35186(d)(e)]

District: Western Placer Unified School District

Person completing this form: Maria Gonzalez

Title: Administrative Assistant to the Superintendent

Quarterly Report Submission Date:
(Check one)

☐

April

Due: April 30th

☒

July

Due: July 31st

☐

October

Due: October 31st

☐

January

Due: January 31st

Date quarterly report was or will be reported publicly at a regularly scheduled board meeting: 08/20/19

☒

No complaints were filed with any school in the district or with a district official during the quarter indicated above.

☐

Complaints were filed with a school(s) in the district or with a district official during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
CAHSEE Intensive Instruction & Services	0	0	0
TOTALS	0	0	0

Scott Leaman

Print Name of District Superintendent



Signature of District Superintendent

08/13/19

Date

Please submit to: Suzie Arcuri, Executive Assistant to the County Superintendent of Schools
Placer County Office of Education
360 Nevada Street, Auburn, CA 95603
(530) 889-5941 / Fax: (530) 886-5841

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

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SUBJECT:

Ratification of WAVE Broadband for
Telecommunications Services

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick 
Assistant Superintendent of
Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund

MEETING DATE:

August 20, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for specific telecommunication services District wide. WAVE will provide local and long distance service. This contract will be paid with General Funds.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between WAVE Broadband and Western Placer Unified School District.



Wave Division Holdings, LLC
d/b/a Wave Broadband
P.O. Box 34808
Seattle, WA 98124-1808
Phone 1-866-WAVE123

LETTER OF AGENCY

Thank you for choosing Wave Broadband for your telecommunications services. By completing this form below you authorize Wave Broadband to provide you with its local and/or long distance service. Your signature certifies that you have read and understand this letter of authorization, are at least 18 years of age, and have authority to make changes to the telephone numbers listed below.

By signing below, I authorize Wave Broadband to become my local and/or long distance service provider and act as my agent to effect this change by working with my previous service provider(s).

Grant of Agency Authority. This letter authorizes Wave Broadband to act as my agent for purposes of ordering changes in telecommunications and related service(s) on the numbers listed below and on any supplement to this Letter of Agency. This authorization includes, without limitation, changes to, the removal of, addition to, or rearrangement of the following services as marked and initialed:

Local telephone service

☒ Customer Initials CC

IntraLATA toll (local long distance service)

☒ Customer Initials CC

Long distance telecommunications service(s), including interstate, international, and access services, as well as equipment to our telecommunications service(s).

☒ Customer Initials CC

Changes in Primary Telecommunications Carriers. This letter also authorizes Wave Broadband consistent with the above general authorization, election and FCC requirements, to act as my agent to: 1) change my **Local Service** to Wave Broadband for each of the telephone numbers listed below and any supplement (I understand that Wave Broadband may have different calling areas, rates and charges than my previous provider.); and 2) change the primary interexchange carrier for **Long Distance** service from my current service provider for each of the telephone numbers listed below and any supplement (I understand that only one interexchange carrier may be designated as my interstate or interLATA preferred interexchange carrier for any one telephone number.). If any jurisdiction allows for the selection of additional primary exchange carriers (e.g., for local, interstate or international calling), then Wave Broadband is hereby authorized to change my primary carrier for those services from my current service provider for each of the telephone numbers listed on this form or any supplement. Accordingly, I hereby revoke any previous selections with other providers inconsistent with this authorization regarding the telephone numbers listed below and on any supplement. I understand that there is no fee imposed by Wave Broadband to change my service, but such a fee may be imposed by another carrier if I choose to switch to that carrier. I understand that I may choose Wave Broadband for my IntraLATA toll or Long Distance or both.

Releases. I hereby release any telecommunication provider relying on this letter from any and all liability for making pertinent information available to and following Wave Broadband's instructions with respect to release to Wave Broadband any customer proprietary network information as Wave Broadband may require in connection with its furnishing of services to me. Any telecommunication provider may deal directly with Wave Broadband on all matters pertaining to my telecommunications service and should follow Wave Broadband instructions with respect thereto. This authorization will remain in effect until modified or rescinded in writing by the undersigned.

Western Placer Unified School District

7/24/19

Authorized Customer (Print Name as it appears on current invoice):

Date:

Cassidy Carlson

Customer Signature:

600 6th Street, Suite 400

Lincoln

CA

95648

Address:

Apt#:

City:

State:

Zip:

Telephone Number(s):

9166456380, 9166456381, 9166456382, 9166455148, 9164347282

Wave Broadband Representative: Kelly Perry

Date: 7/23/19

ATTACH SUPPLEMENT FOR ANY ADDITIONAL TELEPHONE NUMBERS.

Letter of Agency
CAWA Revised: _____

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Ratification of Contract with LifeTouch
School Photography Services and
Creekside Oaks Elementary School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick 
Assistant Superintendent of Business
Services and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Co-Curricular

MEETING DATE:

August 20, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for school yearbook services with LifeTouch at Creekside Oaks Elementary School for the 2019-20 school year. The services are for 250 copies of 52 page yearbooks in full color and will be funded with co-curricular funds.

RECOMMENDATION:

Administration recommends that the Board ratify the contract proposal agreement between LifeTouch and Creekside Oaks Elementary School.

YEARBOOK SALES AGREEMENT				Contract Years:	2020	New/Renew	New	Job #:																														
Account Name: CREEKSIDE OAKS ELEMENTARY				LID #: 6840																																		
Address: 2030 1st STREET		City: LINCOLN		State: CA		Zip Code: 95648																																
Phone #:		Enrollment: 420																																				
School Year Open Date:		8/15/2019		Adviser Name:																																		
School Year Close Date:		6/5/2020		Adviser Email:																																		
Welcome Packet:		Yes		Adviser Phone:																																		
Ship Yearbooks To:		Contact		Alt Address Name:																																		
Send Invoice To:		Contact		Street Address:																																		
School Purchase Order Number:				City, State, Zip:																																		
YEARBOOK SPECIFICATION INFORMATION				YEARBOOK DATES:																																		
Size:		7		Cover Deadline:																																		
Number of Pages:		52		Final Quantity Deadline:																																		
Number of Copies:		250		Expected Arrival Date:																																		
		Base Price \$ 10.10		Cover and page deadlines will vary based on what enhancements are applied and based on the number of pages within your book. Exact deadline dates will be reflected on the Lifetouch Yearbook website dashboard upon enrollment.																																		
COVER & BINDING TYPE				Set up Parent Notify:																																		
Cover & Binding Type:		Split Cover - Saddlestitched (Size 7 only)		Price \$ -		Yes Date																																
COVER AND ENDSHEET UPGRADES				Activate YB Pay:																																		
Design:		Full-Color Original		Price N/A		08-08-2019																																
Foil Imprinting:				Price \$ -		Sales Flyer Need by Date:																																
Foil Spine Imprinting:				Price \$ -		07-25-2019																																
Personalization:				Price \$ -		1st Back to School Sale:																																
Foil Icon:				Price \$ -		08-15-2019																																
Endsheets (Hardcovers Only):				Price \$ -		2nd Yearbook Sale:																																
BOOK ENHANCEMENTS				FRN's Need by Date:																																		
Paper:				Price \$ -		03-07-2019																																
Supplements:				Price \$ -		PORTRAIT INFORMATION																																
Foldout/Gatefolds (Premium):				Price \$ -		Photographed by Lifetouch:																																
Additional charges may apply for premium cover, endsheet or book upgrades and applications. Changes to the estimated total will be documented for approval prior to finalization.				Yes																																		
CONSUMER ENHANCEMENTS				Associated Picture Days APO ID(s)																																		
Zoom Version:		Elementary School		Price \$ -		SALES REPRESENTATIVE USE ONLY																																
Zoom:		Typed - (Off Quantity)		Price \$ 3.00		<input type="checkbox"/> SFB <input checked="" type="checkbox"/> ODC <input type="checkbox"/> LV1 <input type="checkbox"/> LV2 <input type="checkbox"/> SIMPLE4 <input type="checkbox"/> QTYB																																
Auto Inserts:		4-Page Autograph Insert		Price \$ 2.00		YB Pay:																																
Signing Pen:		No		Price \$ -		Direct																																
Yearbook Stickys:		Yes		Price \$ 2.00		Cut-Out Pages:																																
Cover Keeper™ Dust Jackets:		No		Price \$ -		PACKAGE PRICING																																
Packaging Program (B):				Price \$ -		<table border="1"> <thead> <tr> <th>A la Carte Items</th> <th>School Price*</th> <th>Consumer Price:</th> </tr> </thead> <tbody> <tr> <td>Book Price</td> <td>\$10.10</td> <td></td> </tr> <tr> <td>MYPC</td> <td></td> <td></td> </tr> <tr> <td>Foil Names -1 line</td> <td>\$5.00</td> <td>\$5.00</td> </tr> <tr> <td>Foil Names -2 Lines</td> <td></td> <td></td> </tr> <tr> <td>Icons</td> <td></td> <td></td> </tr> <tr> <td>Zoom</td> <td>\$3.00</td> <td>\$3.00</td> </tr> <tr> <td>4-Pg Auto Insert</td> <td>\$2.00</td> <td>\$2.00</td> </tr> <tr> <td>YB Stickys</td> <td>\$2.00</td> <td>\$2.00</td> </tr> <tr> <td>Hard Cover Upgrade</td> <td>\$5.00</td> <td>\$5.00</td> </tr> </tbody> </table>			A la Carte Items	School Price*	Consumer Price:	Book Price	\$10.10		MYPC			Foil Names -1 line	\$5.00	\$5.00	Foil Names -2 Lines			Icons			Zoom	\$3.00	\$3.00	4-Pg Auto Insert	\$2.00	\$2.00	YB Stickys	\$2.00	\$2.00	Hard Cover Upgrade	\$5.00	\$5.00
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Freight Model		Actual Cost		\$ 0.60																																		
*Estimated Total:		\$ -																																				
Per Copy		\$ 11.48																																				
Deposit Rate																																						
* School Price excludes any applicable taxes. Lifetouch is required by State Law to apply the appropriate tax on the final invoice. If tax exempt, please supply official documentation. Changes to the estimated total will be documented for approval prior to finalization. 7.25%																																						
Lifetouch Representative		Rep Code:		The School, by its authorized representative, designates Lifetouch National School Studios Inc. (Lifetouch) as the School's yearbook publisher for the Agreement years and authorizes and directs Lifetouch to print the materials as specified during the terms of this Agreement. This Agreement is subjected to the terms and conditions on the reverse side and final approval by Lifetouch sales management.																																		
DENA SHANNON		CRLK		Authorized School Representative (Print)																																		
Lifetouch Representative Phone # / Email Address		918-871-6958 / DSHANNON@LIFETOUGH.COM		Title																																		
Lifetouch Representative (Signature)		DENA SHANNON		Authorized School Representative (Signature)																																		
				Date																																		
				8/1/19																																		

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.	
DISTRICT GLOBAL GOALS	
1.	Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
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4.	Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5.	Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Shady Creek Outdoor School Fieldtrip for
Carlin C. Coppin Elementary

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Kerry Callahan 
Deputy Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

Fit Quest Grant/Site Funds

MEETING DATE:

August 20, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for services with Shady Creek Outdoor School and Carlin C. Coppin Elementary School for an annual outdoor educational program for the 2019-20 school year. The Services include a 4-day stay for 70 students.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between Shady Creek Outdoor School and Carlin C. Coppin Elementary School.

SHADY CREEK OUTDOOR SCHOOL PROGRAM
Management Services Provided By
SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE
Tom Reusser, Superintendent
970 Klamath Lane, Yuba City, CA 95993
(530) 822-2949

ENVIRONMENTAL EDUCATION AGREEMENT 2019/2020

THIS AGREEMENT ("Agreement") is entered into between the Sutter County Superintendent of Schools ("Superintendent") Carlin C. Coppin Elementary ("District"). Collectively Superintendent and District shall be referred to as "Parties."

WHEREAS, Superintendent owns an outdoor education facility known as Shady Creek Outdoor School ("Shady Creek"), which is located at 18601 Pathfinder Way, Nevada City, CA, and thereon operates the Shady Creek Outdoor School Program ("Program"), an outdoor educational program for the benefit of public school students; and

WHEREAS, District desires its students to participate in the Program and stay at Shady Creek on the terms and conditions set forth in this Agreement.

The Parties agree as follows:

1. Participation Fee: District will participate in the Shady Creek Outdoor School Program on the terms and conditions set forth in this agreement. District desires to reserve space for (70) and agrees to pay an amount **equal to \$255.00 per pupil** if scheduled for a five-day week and **\$234.00** per pupil if scheduled for a four-day week to participate in the Shady Creek Program (Participation Fee). *There will be no adjustment to the per pupil fee for students arriving late or leaving early.* This contractual reserved space is based on numbers supplied by your school administrator. If there is a discrepancy with these numbers contact the Shady Creek office immediately. **Final Payment will be due no later than June 15, 2020.**
2. Deposit. This Participation Fee shall also cover the cost of lodging, food and recreational activities for the adult participants and cabin counselors provided by the District as required by sections 3 and 4 of this Agreement. District shall pay fifty percent (50%) of the Participation Fee for the number of Students identified in Section 1 as a nonrefundable deposit ("Deposit"). The Deposit shall be received by the Superintendent by ***September 1, 2019 for fall scheduled schools and January 2, 2020 for spring scheduled schools*** to reserve participation in the program. The District shall pay the balance of the Participation Fee once actual attendance is computed and final billing received by District. Final billing will be based on actual Student attendance, but in no event shall be less than Ninety Percent (90%) of the number of Students identified in Section 1.
3. Adult Participation Requirements. District shall require the following adult participants, who shall stay at Shady Creek with the Students.
 - a. Program Coordinator. District shall designate one Program Coordinator who is responsible for coordinating the District's participation in the Program, including payment of the Participation Fee and coordination of Program activities. The Program Coordinator may be a teacher or administrator otherwise attending the Program. The Program Coordinator shall be responsible for communicating with the Shady Creek Resident Director or designee to ensure that all requirements of this Agreement have been fulfilled prior to the arrival of the District at Shady Creek.

b. Teachers. District shall provide one teacher for each class of 20 or more Students at no additional cost. Districts with less than 20 students will have a prorated fee for the teachers food and lodging.

c. Administrator: District's attending shall coordinate to provide one administrator for each week Students are in attendance. If more than one district is participating in the Program during the Program Term, Districts shall provide an administrator on a rotating basis. The Shady Creek Director or designee shall be responsible for coordinating the rotation of the Administrator.

d. Nurse. If all Students for the Program Term are from the same District, District shall provide one school nurse or health technician. If more than one district is participating in the Program during the Program Term, Districts shall provide a nurse or health technician on a rotating basis. The Shady Creek Director shall be responsible for coordinating the rotation of the school nurse. The Superintendent will pay the district a \$500.00 stipend for providing a School Nurse or a \$360.00 stipend for providing a Health Technician.

It is understood that small districts may wish to combine pupils or classes and jointly provide the required instructional and administrative personnel. The Program Coordinator for the District shall work with the Shady Creek Resident Director to confirm that adequate adult supervision is available in the event the District wishes to combine classes or supervision with another participating district.

4. Cabin Counselors. In addition to the adult supervision required in Section 3, District shall provide cabin counselors at a ratio of 1 to 7 for the girls and a ratio of 1 to 9 for the boys and no less than one counselor per cabin and shall establish a selection procedure which ensures competent and responsible counselors. The cabin counselors are not required to be over the age of 18. However, in the event that the cabin counselors are minors, District shall require a parent or guardian of the cabin counselor to sign the release on the counselor health form. Signed release shall be submitted to the Shady Creek Director or designee upon arrival at camp. If you bring additional counselors there will be a fee of ½ the student price for the additional counselors.

5. Transportation. District shall be responsible for providing transportation of all employees, students, counselors and staff to and from Shady Creek.

6. Safety. District shall be solely and completely responsible for the safety of all persons and property during times when District, its employees, volunteers and students access the Shady Creek facility. District, its employees, volunteers and students shall fully comply with all state, federal and other laws, rules, regulations, and orders relating to safety, and any rules posted at Shady Creek. Failure of the District, any Student or any other Program participant to comply with this section may result in the District, Student or Program participant being removed from the Program or the District not being allowed to participate in the Program in the future. Superintendent shall not be obligated to refund any Participation Fee to the District in the event any Student or other Program participant is removed from the Program as a result of violating this Section.

7. Health Forms and Waiver of Liability: District shall be responsible for collecting a health form including the Waiver of Liability for each student, counselor, and teacher attending camp and submitting to the Shady Creek Director or designee upon arrival.

8. Indemnity. District agrees to indemnify, defend and hold harmless the Superintendent, its officers, agents and employees, from and against any and all claims and losses whatsoever accruing or resulting in connection with performance of this Agreement, and from all claims and losses accruing or resulting to a person, firm, or corporation for damages, injury or death arising out of or connected with this Agreement and participation in the Program and access to Shady Creek. Without limiting the District's indemnification, the District shall maintain in force at all times while participating in the Program a policy or policies of insurance covering such participation including but not limited to the following coverages, and in the minimum limits of liability as stated herein: Comprehensive general liability, including personal injury in combined single limit of \$1,000,000.00 (one million dollars).

All such policies shall provide an endorsement naming the Superintendent, his officers, agents, employees, *as additional insured*. The above described coverage shall be maintained throughout District's participation in the Program. **District shall file with the Superintendent a certificate of insurance evidencing that the insurance coverage as required herein has been obtained and is currently in effect.**

9. Waiver and Release of Liability. No board member, officer, employee, representative, or agent of Superintendent, shall be personally liable in any manner or to any extent under or in connection with this Agreement District, its employees and participants hereby waive any and all claims of such personal liability.

10. Interpretation. This Agreement is made and entered into in the State of California and shall in all respects be interpreted, enforced and governed under the laws of the State of California. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Sutter. The language in all parts of this Agreement shall be in all cases construed as a whole according to their fair meaning and not strictly for or against either the District or Superintendent. Any headings in this Agreement are included only as a matter of convenience and for reference and in no way define the scope or extent of this Agreement or the construction of any provision.

11. Severability. If any term, provision, condition or covenant of this Agreement or its application to any party or circumstance shall be held, to any extent, invalid or unenforceable, then the remainder of this Agreement shall not be affected.

14. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which shall, together, constitute one and the same instrument.

15. Entire Agreement; Amendments. This Agreement and the documents referred to in this Agreement constitutes the entire agreement of the Parties hereto with respect to the matters contained herein, and prior or contemporaneous agreements or understandings, oral or written, pertaining to any such matters are merged herein and shall not be effective for any purpose. No provision of this Agreement may be amended or added to except by an agreement in writing which is signed by the Parties hereto or their respect successors-in-interest and indicates that it is an amendment of this Agreement. Neither party shall assign or transfer any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of the other party.

16. Authority. Superintendent has delegated authority to enter into this Agreement with District to the Shady Creek Resident Director.

Western Placer School District

By: Ker Callahan
(Authorized signature)

Dated: 8/16/19

Sutter County Superintendent of Schools

By: Shannon Gera
Sutter County Superintendent of Schools

Dated: 7/24/19

NOTE: Please sign and return one copy to Shady Creek Outdoor School, Sutter County Superintendent of Schools by **October 1, 2019**.

The District designates as Program Coordinator:

Name: Shannyn Cayle
Phone: (916) 645-6390

From: Coppin Elem.
(school or office)

Please provide us with an email address for further correspondence:

Email: scayle@wpusd.org

Participating Teachers email address:

INFORMATION

DISCUSSION

ACTION

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.	
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5.	Promote student health and nutrition in order to enhance readiness for learning.


SUBJECT:

WASC Report
for Phoenix High School

AGENDA ITEM AREA:

Information

REQUESTED BY:

Kerry Callahan 
Deputy Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Educational Service

FINANCIAL INPUT/SOURCE:

NA

MEETING DATE:

August 20, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

During the 2018-2019 school year, Phoenix High School (PHS) participated in a full review process conducted by the Western Association of Schools and Colleges (WASC). The review resulted in a full, six-year accreditation (through June 30, 2025) with no mid-cycle visit; this is the highest level of accreditation a school can receive.

Enclosed is the WASC visiting committee's report as well as the letter from the WASC President granting PHS' accreditation.

Chuck Whitecotton, PHS Principal, will be present at the meeting to share a few highlights from the report and plans for continued growth at PHS.

RECOMMENDATION:

Administration recommends the Board review the enclosed documents and receive the information presented at the meeting.



Accrediting Commission for Schools Western Association of Schools and Colleges

COMMISSION MEMBERS

STEPHEN CATHERS
Chairperson
East Asia Regional Council of Schools

GREGORY FRANKLIN, Ed.D.
Vice Chairperson
Association of California School Administrators

THOMAS ADAMS, Ph.D.
California Department of Education

MICHAEL ALVAREZ
Western Catholic Educational Association

SAMANTHA BENISH
California Federation of Teachers

GRANT BENNETT
Association of California School Administrators

DANNY BLAS
California Teachers Association

RON CARRUTH, Ed.D.
Association of California School Administrators

NANCY COONIS
Western Catholic Educational Association

MITCHELL D'OLIER
Public Member, Hawaii

ODIE DOUGLAS, Ed.D.
Association of California School Administrators

LEE DUNCAN, Ed.D.
Association of Christian Schools International

JON FERNANDEZ
Pacific Islands

JUAN A. FLECHA
Association of California School Administrators

KRISTIE FLOHRA
National Lutheran School Accreditation

ANDREA FUKUMOTO
Hawaii State Department of Education

DAVID GAUDI, Ed.D.
Hawaii Association of Independent Schools

MELISSA HANDY
Hawaii Association of Independent Schools

LAURA HERMAN, Ed.D.
Charter Schools

RODNEY LUKE
Hawaii State Department of Education

DEREK MINAKAMI
Hawaii Government Employees' Association

JOE MITCHNER
Public Member, California

LINDA NORMAN, Ed.D.
Western Catholic Educational Association

DOREEN OLESON, Ed.D.
California Association of Independent Schools

MATTHEW RUSSO, Ed.D.
Postsecondary Education

MARSHA SERAFIN, Ed.D.
California Association of Private School Organizations

KIMBERLY SHIELDS
Western Catholic Educational Association

KATHERINE THOROSSIAN, Ed.D.
Association of California School Administrators

EMMA TURNER, Ph.D.
California School Boards Association

BERIT VON POHLE, Ed.D.
Pacific Union Conference of Seventh-day Adventists

DIANA WALSH-REUSS, Ed.D.
Association of California School Administrators

June 27, 2019

Mr. Chuck Whitecotton
Principal
Phoenix High School
870 "J" Street
Lincoln, CA 95648

Dear Mr. Whitecotton:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Summer 2019 Commission Meeting. The ACS WASC Commissioners have determined Phoenix High School (10 - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the self-study report, and the satisfactory completion of the on-site accreditation visit. The Commission granted a Six-Year Accreditation Status, through June 30, 2025.

Phoenix High School is required to submit a mid-cycle progress report at the end of the third year of the current six-year accreditation cycle. The progress report should demonstrate that the school has: 1) addressed the critical areas for follow-up through the schoolwide action plan; 2) made appropriate progress on the implementation of the schoolwide action plan; and 3) improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Phoenix High School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members from the school staff or district to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Phoenix High School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Stephen Cathers
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent

BARRY R. GROVES, Ed.D.
President

MARILYN S. GEORGE, Ed.D.
Executive Vice President

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

Phoenix High School

870 J Street

Lincoln, CA 95648

Western Placer Unified School District

April 29, 2019- May 1, 2019

Visiting Committee Members

Lynnette Ristine, Chair
Teacher, Feather River Academy

Lisa Heffley
Teacher, Albert Powell High School

NOTE: To submit to ACS WASC, go to File -> Download as -> PDF Document (.pdf) and create a PDF file. Submit the pdf file via the Document Upload on the ACS WASC website at www.acswasc.org/document-upload/.

Preface

- Include a copy of the school's schoolwide learner outcomes.
- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
 1. The involvement and collaboration of all staff and other stakeholders to support student achievement
 2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)
 3. The gathering and analyzing of data about students and student achievement
 4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
 5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

PHS completed the self-study utilizing an approach that allowed input by all stakeholders. While staff took the main role of developing the document, input was solicited from other groups as well. Staff meetings and district planning days were used to analyze data and refine processes. All staff members were involved and took the lead in at least one area. The report was then consolidated by the principal to have a consistent voice.

Phoenix High School's Schoolwide Learner Outcomes

For many years, PHS has used the acronym REACH to delineate their SLO's. As they have updated and refined these outcomes, student input has been solicited and incorporated to increase student empowerment. Additionally, the rubric attached to each SLO has been refined to clearly indicate how a student may successfully meet each expectation.

1. Responsible Citizen

2. Effective Communicator

3. Academic Achiever

4. Career Planner

5. Healthy Individual

Chapter I: Progress Report (2 pages)

Since the last self-study:

- Comments on the school's major changes and follow-up process.
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

During the 2012-2013 school year, PHS had their most recent self-study. The result of that visit was a one year probationary status, with a follow-up visit scheduled for April 2014. During that visit, the school developed new goals for the action plan. In 2015-16, two new goals were added, which included an emphasis on incorporating Common Core standards and focusing on developing social-emotional support programs for all students. PHS additionally created the framework for operation of the school, focusing on three principles: Autonomy, Appropriate level of difficulty, and Relationships.

PHS staff have worked to build a collaborative learning environment, where all stakeholders participate in developing the academic expectations that match each student's unique needs and pace. Students are encouraged to engage in a self-reflection process that allows them to evaluate their own work and continually improve. Parents and students are encouraged to express concerns and needs, with emphasis placed on students developing communication skills and becoming self-advocating.

While all curriculum offered at PHS is at grade-level, differentiation is implemented based on student need. Satisfactory completion of assignments and quizzes must be achieved before students are allowed to take assessments in a particular area. Students must complete assessments at 70% or better to show mastery and be allowed to move on. Credits are awarded as each strand is completed, so students earn credits continually, raising student motivation and interest.

Relationships are an integral part of working with alternative ed youth, sometimes labeled as "at-risk". PHS staff recognize the importance for students to feel as though they fit-in, or have a place to belong. PHS staff and students have worked to create a school culture where everyone feels they are part of the "team". By creating this culture, students are better able to concentrate on their academic achievement. PHS staff have a mix of personalities, allowing students the opportunity to build a relationship with at least one adult on campus.

Goal 1: The school needs to establish effective communication between administration and staff; define areas of responsibility; create inclusive processes for making decisions.

In an effort to increase effective communication between administration and staff, the following procedures were implemented:

- a. Staff meetings are held every Monday. Staff provide input concerning agenda items, and are facilitated by the certificated staff. Included in these meetings are conversations about student staffing, as well as efficiency and quality of programs being delivered.
 - i. These meetings led to discussions about the necessity for other educational options, including the creation of the ATLAS program, Leadership, and project-based mini courses.

- b. School-wide assemblies, called “The Huddle”, are held every Friday for all students staff, and other stakeholders. This meeting is student-lead, encouraging and reinforcing communication and presentation skills.
- c. Regular classroom visits by the principal, including instruction by the principal himself.
- d. Staff are available to students before school, after school, and during breaks.
- e. School Site Council. Stakeholder groups are encouraged to attend and provide input on school programs and services.

Goal 2: Phoenix will continue to improve student grade level performance and attendance by requiring students to complete a minimum of two (2) credits per week.

Another integral part of Monday meetings include completion rate of credits by students. To help students recover sufficient credits at their grade level, students are expected to complete an average of 2 credits per week. Individual student credit sheets were developed to record student progress. Included on these sheets is the calculation for how many credits a student will need to complete their credits within a certain time frame. When a student is not completing credits on a consistent basis, as evidenced by their sheet, intervention strategies that are student centered are discussed. This can include tutoring, enrollment in an additional class period, and SST meetings.

This data is also analyzed during staff meetings to compare performance over previous years, as well as to plan future course offerings, such as Mini Labs. These mini-courses can be added to the master schedule to help students complete credits through project-based learning. Student credit sheets were converted to Google Sheets, allowing teachers the ability to update credits in real time, while also giving students timely information about their progress.

Data presented by PHS shows that while credit completion is lower than expected, actual attendance has increased year over year. As the number of unduplicated students has remained relatively consistent the increase in ADA generated can be attributed more to students attending more regularly, rather than an increase in student enrollment.

As students are staying enrolled longer, there is also an upward trend in the graduation rate. There are several contributing factors. First, students staying enrolled longer has lead to students completing credits. Also, there has been a significant drop in the number of suspensions due to behavior. Finally, students are no longer dropped for lack of academic productivity giving students more time to realize academic goals.

Goal 3: Phoenix will continue to improve student performance in Language Arts and Mathematics, increasing their scores to prove they are at or above grade level standards.

As CAHSEE is no longer utilized, emphasis on this goal has been integrated into Action Plan Goal 6, Common Core Instruction. Emphasis has been placed on monitoring progress in ELA and Mathematics in Odysseyware. Curricular assignments, tests, and finals must be completed with a score of 70% or better.

Goal 4: The school will develop and implement a data assessment system by which school-wide student performance data, including local measures, is regularly collected analyzed, and used to inform instruction and program decisions.

Student data is reviewed regularly at Monday staff meetings. Test scores from CAASPP and ELPAC are reviewed to inform future class offerings as well as interventions. Internal reports about student progress via credits is available in real-time. Additional emphasis is placed on students in 12th grade to ensure they are making progress towards graduation. Interventions are implemented as needed.

Students complete an orientation program upon enrollment. Starting with the 2018-2019 school year an autobiographical writing assignment was included during the orientation process to allow staff to learn more about the student, while also assessing their writing ability. Indicators in REACH are also utilized to measure student progress. Beginning in 2014-2015, a rubric was created to clearly identify proficiency. This rubric provides expectations and suggestions for students.

The CA Dashboard for Alternative School Status (DASS) which replaces the previously used ASAM will inform future measures of accountability. The proposed areas include Academics, English Learner Progress, Graduation/Career, Suspension Rate, College/Career, and Chronic Absenteeism.

Goal 5: Phoenix, in conjunction with Lincoln High School, will develop written procedures for assessing students in need of transfers including how to communicate between the schools, areas of responsibility and accountability for communication with parents.

In 2013-2014, a written procedure was developed to facilitate transfers between LHS and PHS. Prior to a transfer, a student would meet with a LHS counselor to discuss the criteria for enrolling at PHS. In the 2018-2019 school year, this referral system has evolved into a process mainly completed by email. This was done as an attempt to expedite the process due to increased interest in PHS. Once a referral is received, an enrollment appointment with the principal is arranged to discuss student needs, as well as complete the enrollment paperwork.

A gradual increase in emphasis has been placed on improving communication between PHS and LHS counselors, highlighting the strengths of the PHS programs and their ability to meet individual student needs. This change in culture has facilitated LHS counselors seeing PHS less as a punitive option for students and more of a nontraditional education option that may better suit the needs of a particular student.

This spirit of collaboration has also led to other areas as well. LHS has invited PHS students to participate in programs on their campus, including the Every 15 Minutes Program. According to PHS Student Leadership, LHS students have been invited to participate in PHS' College and Career Fair. PHS students can co-enroll in classes at Lincoln High School, while PHS has also offered intervention services for students who wish to remain at LHS, but have fallen behind or need additional help.

Goal 6: Identify and implement Common Core standards, techniques, and curricular materials.

Beginning with the 2015-2016 school year, PHS has focused on incorporating Common Core instructional techniques into course offerings. Emphasis has been placed on developing cross-curricular projects and a template has been developed to standardize the various learning projects.

Collaboration amongst staff has revolved around incorporating Common Core strategies into the credit recovery model of PHS. AVID strategies are used, as well as project based learning opportunities in all core content areas. All core classes are a-g aligned and approved.

Goal 7: Develop and implement social-emotional support programs for all students.

PHS, along with many schools throughout the nation, have seen a significant increase in the number of students that struggle with anxiety or mental health issues. These issues frequently impact their focus and motivation in school. Students are often self-reporting and expressing a need for help. As a result, PHS has included social-emotional support as a part of their action plan. Starting in 2014-2015, yoga has been incorporated as a regular class in the master schedule. The school psychologist also leads a “mindfulness” program to help students focus on their personal well-being.

In the 2015-2016 school year, staff attended a Youth Development Institute (YDI) that included training in providing a fulfilling learning environment for students. These five areas were: Creating a sense of safety, building relationships, fostering meaningful youth participation, providing opportunities for community involvement, and creating learning experiences that build skills. These principles have been incorporated into the daily operation of the school. Students are involved in running the Huddle every Friday, sorting time cards, designing the College and Career Fair, and setting up the art program.

Through LCAP funding, the district hired a mental health specialist during the 2016-2017 school year. Both the specialist and the school psychologist are available on an as-needed basis. Partnerships have also been developed with other local agencies including the Crisis Resolution Center, Placer County Probation, Placer County Social Services, and the Foundry Youth Center.

During the 2017-2018 school year, a new physical education program was added to the master schedule. This provides students with the opportunity to learn the value of physical activity and the positive impact exercise can have on maintaining a positive psychological outlook.

Chapter II: Student/Community Profile (2 pages)

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school
- School’s analysis of student achievement data (e.g., SBAC, AP, college SAT, and graduation rates)
- Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students)
- Appropriateness of identified critical student learning needs and their linkage to schoolwide

learner outcomes

Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.

- **Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile.**

Lincoln is a suburban community located approximately 35 miles east of Sacramento. The town has experienced significant growth over the past twenty years, evolving from a small rural town into “commuter” area for the Sacramento region. Approximately 45,000 residents live in the Lincoln area.

The city of Lincoln is continuing to recover from the national economic recession, which resulted in a reduction in services including cutbacks in educational programs. Evidence of recovery can be seen in the recent approval of two school bonds, one designated for the renovation of several older schools in the district, while the other is to fund the construction of a new high school and elementary school.

Western Placer Unified School District serves approximately 6,800 students in grades K-12. Phoenix High School (PHS) is the continuation high school for the Western Placer Unified School District. The school opened in 1979 to provide an alternative high school education for area students. PHS is located adjacent to Lincoln High School, the district’s only comprehensive high school.

PHS is a diverse school reflecting both the ethnicity and socioeconomic range found throughout the state of California. The school serves between 60 – 80 students in grades 10 -12. In 2018-2019, PHS started the school year completely full at 84 students. During the 2016-2017 school year an independent study program was also added to the PHS campus. This program, ATLAS, serves approximately 40 students in grades K-12.

PHS has a long tradition of connecting at-risk students with success in learning. PHS emphasizes educating the whole child by creating a need fulfilling and academically rigorous learning environment. In particular, PHS has focused on recognizing input from students and parents, providing the appropriate level of academic difficulty for each student, and developing collaborative relationships between staff, students, and parents. This emphasis on autonomy, appropriate level of difficulty, and relationships has led to the current structure of the school.

Staff Description

The school consists of four full time teachers all assigned within their credential area. Teachers are assigned up to 19 students per class with one preparation period each day. There is also one full time independent study teacher.

Additional support personnel consist of one full time principal, a one-day-a-week counselor, a full time administrative secretary, and a part-time custodian. In addition, PHS has access to a school psychologist, school nurse, and a mental health intervention specialist. The school psychologist helps teach a yoga class for students each week.

PHS also partners with Lincoln Sun City, an over 55 residential community in the area. This includes recruiting residents to help tutor and teach classes on campus throughout the week. Currently, there are approximately 15 volunteers from this community who help each week.

Since the last WASC visit, there have been several staffing changes. For example, during the 2014-2015 school year one long-term instructor retired in the area of science. In addition, the principal retired at the end of that same school year. As a result, one new science teacher and a new principal were hired at the beginning of the 2014-2015 school year. The principal has a significant background working in alternative education including, court and community school, continuation school, opportunity school, independent study, and adult education programs.

Also, at the beginning of the 2014-2015 school year, the part-time reading intervention teacher accepted a full-time position in another district. This position was absorbed by the current PHS instructional staff and the one period of reading instruction offered in the morning was moved to a 0/5th period intervention class.

At the end of the 2014-2015 school year, the school counselor transitioned to another campus within the district. At the beginning of the 2015-2016 school year, a new counselor was hired. In addition, the counseling position was increased from one half-day per week to one full day per week.

During the 2016-2017 school year, an independent study program was created through PHS. This program, called ATLAS combines outdoor education with core academics. Currently, there is one full-time FTE assigned to this program. In addition, PHS instructors have one designated period specifically to help ATLAS students after the PHS students are dismissed for the day. This time is available for any ATLAS student to drop-in and receive additional instruction. Several PHS instructors are also involved in ATLAS case management as voluntary extra duty after their regular instructional day.

Table 1: CAASPP English Language Arts - OVERALL ACHIEVEMENT

Standard	2015	2016	2017	2018
Standard Exceeded	0%	0%	12%	16%
Standard Met	29%	38%	44%	18%
Standard Nearly Met	29%	44%	24%	42%
Standard Not Met	43%	19%	20%	24%

Although there is not yet a definition from the state on how alternative schools should interpret these scores, it is possible that the many of the students who took the test in 2017-2018 had not

been enrolled at the school 90 days or more to be counted as statistically significant. As a result, PHS is working with the district office to compare scores for students enrolled 90 days or more.

Table 2: CAASPP Mathematics - OVERALL ACHIEVEMENT

Standard	2015	2016	2017	2018
Standard Exceeded	0%	0%	0%	0%
Standard Met	0%	3%	4%	5%
Standard Nearly Met	11%	23%	16%	19%
Standard Not Met	89%	74%	80%	76%

Review of the mathematics data indicates that there are no students who have scored in the “Standard Exceeded” section over the past three years. However, since 2015, there has been a 5% increase in in the number of students who scored in the “Standard Met” section. In addition, there has been a gradual increase in the number of students who scored in the “Standard Met” section. For example, in 2015, no student scored in this category. However, in 2016, 3% of the students met this standard; in 2017, 4% of students met this standard; in 2018, 5% of the students met this standard.

Suspension/Expulsion

Year	Suspensions	Expulsions
2017-2018	17	0
2016-2017	17	0
2015-2016	38	0
2014-2015	45	0
2013-2014	116	1
2012-2013	164	1

The number of suspended students has been reduced significantly the past several years

Table 1: Percentage of Attendance - Phoenix High School

Month	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1	N/A	N/A	N/A	97%	95%	90%
2	N/A	N/A	N/A	97%	91%	83%
3	N/A	N/A	N/A	98%	92%	83%
4	N/A	N/A	N/A	96%	93%	83%
5	N/A	N/A	N/A	97%	92%	76%
6	N/A	N/A	N/A	93%	88%	80%
7	N/A	N/A	N/A	95%	83%	80%
8	N/A	N/A	N/A	99%	83%	82%
9	N/A	N/A	N/A	93%	81%	80%
10	N/A	N/A	N/A	95%	80%	76%
11	N/A	N/A	N/A	87%	61%	62%

Table 2: ADA Comparisons – Phoenix High Enrollment

Month	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1	43.56	52.35	62.37	64.34	57.06	62.50
2	51.35	52.20	65.23	63.39	57.39	59.50
3	53.08	53.24	65.97	61.30	58.84	61.37
4	53.89	53.99	64.79	58.66	60.50	64.93
5	61.31	52.14	61.50	60.14	59.38	61.50
6	64.51	50.27	65.90	66.95	62.42	62.29
7	65.52	58.47	66.96	70.50	62.37	60.94
8	56.70	60.48	67.89	72.30	62.03	68.26
9	53.21	59.28	68.89	69.94	61.38	68.78
10	51.93	55.44	63.29	67.56	58.48	68.55
11	45.03	52.30	55.11	56.01	42.14	59.00

Chapter III: Quality of the School's Program

Based on the school's self-study and visiting committee findings, for each criterion in the following categories:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
 - B. Standards-Based Student Learning: Curriculum
 - C. Standards-Based Student Learning: Instruction
 - D. Standards-based Student Learning: Assessment and Accountability
 - E. School Culture and Support for Student Personal and Academic Growth
- Summarize an analysis of what currently exists and its impact on student learning
 - Highlight the areas of strength (if any)
 - Highlight the key issues (if any)
 - List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready, and aligned with district goals for students.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

PHS has a clearly stated mission/vision statement that marries individual empowerment and personal responsibility. The ultimate goal of PHS is to guide students to recognize the control they have over their own choices. The Schoolwide Learner Outcomes, abbreviated by the acronym REACH, helps students identify and focus on the steps needed to make progress toward positive choices.

During the 2017-2018 school year, students were an integral piece in the process of refining the mission and vision statements of PHS. Through a teacher designed course, students completed a branding project. This project helped students identify the purpose of how to best communicate, or market, a product. Students learned principles of public relations and marketing from a specialist in the field. Students then used these principles to identify the “customers” of PHS.

Students then developed surveys to collect data surrounding the perception these customers had about PHS and also what they thought the school should be about. After the surveys from these customers were collected, the data was analyzed and condensed, then presented to staff. The staff then used the data to revise the mission of PHS. Through this project, the students also developed a school motto, “Be Empowered”.

The school mission and vision are posted on the school website. In addition, the mission and vision are regularly communicated with volunteers and other members of the community. PHS staff have spoken at community service clubs including the Lincoln Lions, Lincoln Kiwanis, Lincoln Rotary, and Lincoln Hills Kiwanis. The mission statement is also on display in the principal’s office, providing a talking point with prospective students and their families. These statements are also the basis of the orientation each student attends upon enrolling at PHS.

PHS SLO’s, referred to as REACH, are known by all students. Posters in each classroom remind students of the goals they are working toward. Beginning in the 2018-2019 school year, a REACH skills card was developed and given to all students. The card give the students a visual that they can refer back to assess where they are in each of the five areas, as well as suggestions and strategies to improve. These cards are congruent with the school mission of empowering all students with the recognition that they have control over their own educational pursuits.

REACH Skills Cards are a regular agenda item during the Friday Huddles. Discussion of individual REACH skills is usually related to a recent event. This discussion may include positive reinforcement or examples of how to improve in one or more categories.

Communicating the mission and vision to other sources have resulted in grants being awarded to PHS for a variety of programs from a variety of different agencies. These grants have funded opportunities like outdoor field trips, a CPR class, Yoga class, and career field trips.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an iSCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Governing Board and District Administration: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

Governing Board and Stakeholder Involvement: Parents, community members, staff, and students are engaged in the governance of the school.

Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

The mission and vision statements of PHS are consistent with the goals and policies of the Western Placer Unified School District (WPUSD). In particular, the schoolwide focus on student empowerment, achieving personal goals, and academic success aligns with the district vision of “Empower[ing] students with the skills, knowledge, and attitudes for success...” In addition, the efforts to help students “...develop personal purpose, values, and positive habits” as identified in the school mission speaks to the WPUSD goal of promoting the “well-being of all students”.

The district LCAP also focuses on student empowerment. Through the YDI framework, students are an integral part of the process. While the main goal of the LCAP is to ensure that all students are college and career ready, students are more intrinsically motivated to learn when they have buy-in. As a result, students develop more realistic college and/or career plans when they are involved.

Students, parents, and community members are invited to serve on Site Council each year. Participation is solicited through phone calls and the use of School Messenger. In addition, calls are made and emails are sent to remind parents about upcoming meetings, the annual back to school/career fair in the fall, and the open house/art show in the spring.

The district office utilizes similar correspondence methods for inviting parents to committee meetings for ELAC or LCAP. Phone calls are made to all parents via School Messenger. The district office also sends flyers to each school site to announce these meetings. Extra flyers are included to send home with students.

A3. Leadership: Empowerment and Continuous Planning and Improvement Criterion

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

Single School Plan for Student Achievement Correlated to Student Learning: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

Staff Actions/Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

The staff at PHS continually improve course offerings through collaboration and analysis of student performance. The staff meets each week to analyze student progress. Programs and opportunities are adjusted and evaluated in PLC meetings based on the needs of students, both social-emotional and academic. Emphasis is placed on assisting students in achieving the five schoolwide learner outcomes, as well as college and career requirements. All staff participate in the weekly meetings to assess progress toward these goals and strategies that can be employed to best help each student. Consistent learning behaviors such as attendance, motivation, focus, effort, and preparedness are used to determine progress. Referral data, suspension rates, credits earned, and the number of students progressing towards graduation are also reviewed. The academic progress of each student is reviewed, including their annual CAASPP scores.

Discussions about student data also involve the effectiveness of school programs in helping students prepare for college or a career. Staff has worked to develop internal strategies,

including the addition of career exploration as a graduation requirement. The school staff also work with community agencies such as community colleges, local service clubs, and community volunteers to help present current and relevant employment and training information in an effort to match student interest with a potential career.

Staff actively engage in strategies that integrate “real life” learning into their regular instruction. Staff have examined and brainstormed ways to integrate reading, writing, researching, and reasoning in all subject areas. The result of this collaboration has been a number of cross-curricular projects, including a branding project, outdoor education projects, and the annual development of a schoolwide constitution.

Through the principles of YDI, staff continues to discuss the integration of meaningful participation and youth voice in the planning of curriculum. Students are surveyed throughout the year to get their view and make adjustments as needed. Feedback from these surveys led to the the development of more mini-courses that include a whole-group format.

Every year, School Site Council reviews data in the following LCAP areas: Student Achievement; English Language Acquisition; Career & College Readiness; Culture and Climate; Learning Environment; Parent Involvement. Previous year data is reviewed and adjustments to the planning for the upcoming year are made. Specific action items are aligned with the related area of focus within the LCAP. With the implementation of the California School Dashboard for Alternative School Status (DASS), PHS and their Site Council will have specific data points to provide more direction for the site plan.

Site leadership is based on three principles of intrinsic motivation: Autonomy, appropriate level of difficulty, and relationships. This belief system is based on the view that when people have a voice and are recognized as valued members of the team, they are more likely to give their best effort. An important component of this system is creating an environment where people feel safe enough to offer their perspective, as well as listening and valuing the insight of others. Self-reflection is also encouraged.

Through autonomy, Staff are encouraged to give their individual input, accomplished through email, in-person conversations, and regular discussion at weekly PLC meetings. An all school calendar of scheduled events is maintained, both electronically as well as manually in the staff workroom. All staff have the ability to post new events to both calendars.

Appropriate level of difficulty involves ongoing discussions about how the organizational structure of the school is handled. This includes posting attendance, recording grades/credits, and developing classes/curriculum. These tasks are usually accomplished by email or during weekly meetings.

Relationships begin with the assumption that people will always try their best and everyone wants to do well. Communication is framed around a focus on relationships, especially important when differences arise or disagreements occur. In-person communication is encouraged to alleviate misunderstandings that can occur when communicating electronically. The small staff size at PHS accommodates this method of communication well.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Qualifications and Preparation of Staff: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

Defining and Understanding Practices/Relationships: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Support of Professional Development/Learning and Measurable Effect on Student Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Before each school year, new teachers hired within the district participate in a new employee orientation. At this orientation, staff are informed of district policies and procedures, introduced to the curriculums used in the district, get acquainted with the Powerschool MIS system, and review the use of email and Google documents. In addition, teachers and staff are provided with a variety of trainings each year. For example, past trainings have been conducted on subject matter specific standards, the review of curriculum, or teaching strategies. Content area coaches are available to teachers as needed.

Emphasis has been placed on clarifying and streamlining procedures at PHS. This has led to an increase in the structure and efficiency in the daily operation of the school. Recent improvements have included updating the student handbook, creating a course catalog, and creating an independent study procedural manual. In addition, staff have implemented a project-based template for courses, created an online grading program through Microsoft Access, and posting credit progress in real-time for each student through Google docs. A task the staff notes needs to be completed is a handbook for staff.

The emergency plan for PHS is updated every year. Included are procedures for lockdown, fire, flood, and earthquake. In addition, instructions on how to operate the current intercom system are included. After the emergency plan is updated, it is distributed to the staff at the start of each year. Emergency procedures are discussed at the first staff meeting of the year. PHS implements regular safety drills, with more emphasis to be placed on emergency preparedness.

Teachers are encouraged to attend professional development opportunities whenever possible. The district has supported professional growth and assisted with additional funding for training opportunities when submitted by instructors. PHS staff have received trainings in Wilderness First Responder certification, project-based learning, PLC training, and attendance at the California Consortium for Independent Study Conference. The district has also provided ongoing training in the area of PLC development, YDI instructional strategies, and content-specific instruction.

Following training by the district, teachers have developed lessons in Google Classroom. Training has also been provided in Schoology and Illuminate.

PHS follows the evaluation process that has been established by WPUSD. PHS adheres to the protocols and procedures enacted by the district. The evaluation process includes goal setting, observing instruction, timelines, and providing written feedback. Also required is the completion of an overall narrative about the school year based on implementing each of the six standards for the teaching profession. An every-other-year evaluation cycle is employed by the district. Sites are informed each fall of which teachers are scheduled for evaluation in the current school year.

PHS staff have received numerous trainings pertaining to online instruction. This includes a publish provided training on Odysseyware, as well as in-service trainings on Google Suite provided by the district. One staff member utilizes the “Remind” app as a method to stay in contact with students and their families through texting. The value of using electronic devices to better establish two-way communication with families has made an impact with the staff at PHS. In addition, the district has provided the assistance of the communications coordinator to implement an initial social media presence for the school.

One instructor serves as the tech facilitator for PHS. As a facilitator, they provide staff with assistance on any training needs, represents the school, and communicates the needs of staff at the district technology meetings. The facilitator has also developed an online grading system that teachers use to both report student progress electronically, as well as posts grades that are uploaded directly to student transcripts at the conclusion of each semester.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are

appropriately planned for and expended using sound business practices. [INACOL Standard G 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions and Their Impact: There is a relationship between the decisions about resource allocations, the district's LCAP, and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Practices: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Facilities: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Well-Qualified Staff: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Long-Range Planning: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Every fall, the PHS School Site Council meets to review the program goals and establish priorities based on the district LCAP. Each item in the school action plan is aligned with at least one LCAP goal. In addition, each goal is then connected to at least one of the five SLO indicators (REACH).

The alignment of these two documents, the LCAP and the Single Plan for Student Achievement (SPSA), have lead to a tremendous positive impact of the performance of students at PHS. The SPSA reflects the interests of stakeholders, students in particular. Emphasis in both documents has been placed on career readiness, making school more relevant to students. In addition, goals have been developed to cultivate a positive school culture and climate, provide additional academic support, and more social/emotional support. As a result, PHS has seen an increase in the number of graduates, an increase in monthly ADA, and a dramatic decrease in the number of disciplinary incidents and suspensions. There is an increased focus on career planning, including monthly field trips to look at various occupations that student have expressed an interest in.

The PHS site budget allocations are established by the Business Services Department at the conclusion of the school year for the upcoming year. The budget is based on district formula allocations which include enrollment projections, class size averages, contractual obligations, and other program requirements. An annual meeting with the principal at each site in the district is conducted by the Business Services Department. During these meetings, budget allocations are reviewed and distributed to each school. Program needs for the coming year are also discussed. Discussions concerning PHS have led to LCAP funding being used to purchase such needed items as technology, curriculum, and helped provide the 0 period intervention class before school.

Purchase orders and reimbursements are pre-approved at the site, but then submitted to the district office for final approval. This process can be lengthy which impacts the ability to secure items in a timely manner. Income and expenditures are often delayed making it difficult to know where PHS is fiscally at any point in time. In response, PHS has developed its own internal methods to monitor expenses in real time.

The Business Services Department of WPUSD is responsible for ensuring all books and accounts are kept in accordance with practices established by California School Account and in compliance with state and federal regulations. An annual audit is conducted by an independent accounting firm to ensure the district's budget and financial practices are in good order. Included in the audit are site visits as well as a review of district documents and procedures. The completed audit is then submitted to the California Department of Education.

A part-time custodian maintains the PHS campus. The duties of the custodian involve emptying trash, cleaning rooms and servicing the restroom facilities. In addition, the custodian alerts the district maintenance department to needed repairs to the campus. A district landscape crew maintains the school grounds. Included in these services are lawn care, trimming of trees and other foliage, and ensuring the outside irrigation system is in good repair.

Several improvements have been made to the campus since the 2014-2015 school year. Security cameras were installed, a new fence was installed around the perimeter of the school, several rooms were remodeled, the entire school was painted, and a new phone system was installed. The front office was remodeled and two buildings at the back of the campus were assigned to the ATLAS independent study program. Previously, the two buildings had been used for district storage. As a result, significant work was needed, including new paint inside and out, and replacement of the carpet.

While many improvements have been made thus far, additional upgrades are still needed. There is currently a lack of a schoolwide PA system, which would be critical in an emergency. Outdoor improvements still needed are items like providing more shade/shelter for students from the elements.

Improvements to the facility has led to an increased display of school pride by students. Facilities are clean and in working order, with the concern of accessibility for the entrance/exits to ATLAS. Facilities are treated respectfully by students and staff alike.

Each spring, all schools in the district are asked to provide a list of materials needed for the following school year. This includes any necessary instructional materials or school-related supplies. At PHS this request has resulted in the annual purchase of Odysseyware accounts by the district. In addition, the district has purchased computers for nearly every class. All but one classroom has a full -set of Chromebooks for student use. During the 2017-2018 school year, the district also purchased supplies needed to conduct regular science labs. The district also encourages the piloting of new instructional materials. In advance of an upcoming Social Science adoption year, the district has asked the PHS Social Science teacher to field test a variety of curricular resources.

PHS follows district and state guidelines for hiring qualified staff. All positions are posted at school sites, the district office, and on the Edjoin website. The Human Resources department at the district office processes applications of interested candidates. School administration and district office personnel will then select applicants to interview based on a match of their qualifications and the job position. All employees must be fingerprinted and have TB clearance before being hired by the district. All teachers are required to have a valid teaching credential issued by the California Commission on Teaching Credentialing.

Ongoing professional development is provided by WPUSD. The district has provided content area coaches in the four core subject areas. Content coaches have been available to work with staff on site as needed. Time has also been provided for subject matter specific groups to be able to collaborate, review common core standards, and best teaching practices.

The LCAP is reviewed and updated by the district annually. Stakeholders are surveyed for input and the committee meets regularly throughout the year to ensure goals are appropriate and being met.

Staff collaborate each Monday during PLC meetings. Long-term goals are discussed, as well as the ongoing review of progress towards these goals. Discussions also include the ongoing financial resources needed to ensure the programs are effective. Staff contribute to the financial resources of PHS by writing grants and conducting fundraisers. In addition, PHS administration has been involved in soliciting donations and volunteers from local service clubs and private citizens.

A student leadership group was formed in the last year that not only plans events, but also conducts the weekly schoolwide assemblies and provide feedback to staff regarding student needs. Their focus has been to gather input from the student body which in turn leads to goals that can be set for the school year.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Emphasis on mutual respect and giving stakeholders a “voice”.
- Creating opportunities for personal learning.
- Variety of methods for including the community in school operation and planning.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Utilize social media to communicate school events.
- Creation of a staff handbook.
- Continue to make improvements for the safety of staff and students.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Stakeholder interviews, review of SLO's, Site Council Agendas, District policies and mission statement have contributed to the identification of these areas of strength and key issues by the Visiting Committee for Category A.

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Congruence: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Integration among Disciplines: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

PHS follows current educational research that highlights the need for more personalized customized learning. PHS begins by identifying the essential standards within each content area and then develops a variety of instructional strategies that help students master each educational concept. PHS organizes instruction around the way students complete work and solve problems in a job or career. The following strategies are utilized: whole- group instruction, project based learning, individual work, online learning, co-enrollment opportunities, tutoring and stewardship.

PHS has defined academic and college and career- readiness indicators or standards for each subject area and course that meet graduation requirements. Courses in the four core academic areas - ELA, Math, Social Science and Science- are aligned to a-g requirements and have been given a-g approval by the UC California certification process. Standards-aligned science labs have been added to the curriculum. PHS has added a Career Exploration course as part of the requirements to graduate. This has been added to help meet the anticipated DASS Career Readiness indicator that is expected to be finalized by the CDE. Students are able to co-enroll in additional classes offered by the comprehensive high school to help them better prepare for college or career, or both. PHS utilizes Odysseyware for most curriculum which meets common core standards and a-g certification. PHS has submitted blended courses in areas such as ELA and science that received a-g certification. All instructors are highly qualified and oversee the online instruction in each of their credentialed areas. PHS instructors issue assignments and

develop individual projects in their content area as well.

The schoolwide learning outcomes, academic standards and college- and career- readiness indicators or standards show consistency and congruence. PHS developed an acronym (REACH) that stands for a specific skill that students are required to master to successfully complete high school. REACH provides the framework for how students become actively involved in their education and helps students organize their learning behavior around the five critical areas- Responsible citizen, Effective communicator, Academic achiever, Career planner and Healthy Individual. Teachers consistently reinforce the REACH concepts as they plan lessons and provide feedback. The REACH criterion is reviewed weekly and all students must complete a portfolio that demonstrates mastery in all five areas prior to meeting graduation requirements. Teachers evaluated and revised REACH indicators to align with common core standards in 2018.

PHS has shown integration and alignment among disciplines so that curricular integrity, reliability and security are maintained. PHS emphasizes project based learning through cross curricular collaboration to ensure the integration of lessons across academic disciplines is apparent. ELA and Social Science teachers have worked together to create a Social Science research project. ELA teachers have worked with Math and Economics teacher to emphasize written explanations of practical concepts. The staff has created projects that include a marketing project as well as a “Fake News” projects. Each of these projects demonstrate how high school content applies to real life.

PHS has a positive, collaborative relationship with Lincoln High School, the comprehensive high school. Administrators and counselors meet to discuss the philosophy of working together to create viable options for students to complete high school. PHS is promoting a more positive mindset of the benefits of an alternative high school education that can be equal yet different to that of the comprehensive site. PHS has developed a referral process to determine the program is the right program for the student rather than a punitive alternative because the student did not conform to comprehensive high school expectations.

PHS is developing opportunities for students to co-enroll across both schools. PHS students have access to Foreign Language, Art, and AP courses that meet the a-g requirements and are only available at Lincoln High School. Students are also able to attend certain elective and career pathway courses that are not available at PHS. Conversely, LHS students are able to make up deficient credits at PHS without having to fully disengage from the comprehensive high school. Both campuses are able to work together to create more programs that meet the needs of students.

As a result PHS is able to focus on providing more post-secondary opportunities for students such as field trips to local community colleges and technical schools. Representatives from various organizations come to PHS to discuss their enrollment processes. PHS has added a career exploration component to their graduation requirements. PHS does not have a systematic or effective way to gather data on student college/career outcomes after the student graduates.

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan and prepared for the pursuit of their academic, personal, and

career goals?

Online Programs: INACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [INACOL Standard H, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

PHS focuses on helping students develop positive, productive school-to-work or college transitions. Course work is designed to provide multiple options for graduates, including those careers associated with university and community college coursework, vocational or military training. The programs offered that reinforce these options include career education (resume writing, job application instruction, and presentations by various guest speakers in desired career fields), Career Day, ASVAB testing, Career Field trips, the Naviance career assessment program, co-enrollments between both schools that focus on Foreign language, AP courses, CTE courses and credit recovery courses, and college information including field trips to college campuses, and on-site college registrations sessions.

All students at PHS have access to a variety of courses, educational programs, and co-enrollment opportunities. Core academic classes are aligned with the a-g expectations and have received UC California certification. Staff also has integrated common core standards and project based learning into the curriculum. Students are able to co-enroll in classes at LHS that are needed for college entrances or to prepare students for specific career pathways. Students are enrolled in appropriate course based on the students' skill levels and credit needs. The school counselor assigned to PHS one day a week meets with all new students and checks in with various students throughout the year. The counselor discusses schedule planning, college readiness, testing information (SAT, ACT, and ASVAB), college applications, scholarships as well as coordinates SST and 504 meetings and works with students with social emotional needs. The increase in student population has increased the need for additional counseling days.

PHS provides parents, students, and staff collaboration time to develop, monitor, and revise a student's personal learning plan. A student and their parent must meet with the principal prior to enrollment at PHS. Parents and students are asked what they would like to see in a school. They are asked about previous experiences. This is an opportunity to align students' needs with the right program and gives the student and parent a voice in the educational opportunity. The REACH principles are discussed and academic records are reviewed. Students are given a credit

sheet that shows academic progress that provides a visual for both parent and student. Both parent and student are able to view progress online through Google Spreadsheets enabling parents immediate access to their student's academic progress. On the first day of enrollment, students meet with the counselor and then goes through new student orientation. Students' academic progress is reviewed weekly at PLC meetings.

PHS places a high priority on ensuring a smooth transition for students from high school to career/college. The staff assists students in planning courses and discussing schedules, career assessments, college readiness, various academic testing information, and scholarship information. The school counselor assists students with filling out college applications, Financial aid forms, arranges college visits, sets up meetings with military personnel, administers the ASVAB and offers college/ career counseling.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- Blended program of Project Based Learning and Online Instruction
- Co-enrollment of students in a variety of programs.
- ATLAS.
- Multiple opportunities for interventions as needed.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Additional teaching staff to keep class sizes appropriate for an alternative ed setting.
- Increase the number of on-site counseling days.
- Follow-up on postsecondary outcomes for graduates.
- District needs to develop more options (Adult Ed, Independent Study, etc) for student success.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Enrollment forms, stakeholder interviews, course outlines and classroom observations assisted the Visiting Committee in identifying these areas of strengths and key issues for Category B.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study.

Differentiation of Instruction: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

All students at PHS are involved in relevant challenging learning that address the schoolwide learner outcomes, academic standards, and the college- and career- readiness indicators of standards. PHS has implemented a blended learning program that helps to personalize and differentiate academic content to match each student's unique learning needs. PHS has implemented the use of technology, project based learning, clear, consistent objectives and expectations that are appropriate and relevant. Students actively participate in their own education. Immediate feedback allows for greater understanding. The staff believes in collaboration amongst themselves and the students that gives real-world experiences and helps students prepare for post-secondary opportunities.

Students are expected to attain mastery of instructional units by receiving a grade of 70% or higher. When students perform at a lower level, then additional help is offered and students are allowed to redo work or retake tests until mastery is demonstrated. The pace at which student's work differs, allowing students to take as much or as little time needed to learn the concepts presented. By utilizing Odysseyware, PHS is allowing students to earn credits at an accelerated pace. A review of students' credits sheets and progress is done weekly.

Standards and expected performance levels are articulated by the teachers who present the expected standards. Each core course has an outline with learning objectives. Templates are utilized to design projects. Many of the core course have CTE Industry Sector Standards. There is an emphasis on writing in English. Science course have standards listed on assignments, labs and reading and new standards are being integrated. The PHS social science teacher is involved with the process of adopting new textbooks, identifying essential standards and implementing them within curriculum.

Teachers regularly differentiate instruction and integrate multimedia and technology throughout the lessons. All instructional staff provides formal as well as informal accommodations including preferential seating, extended time and individual pacing. They use multimodal instructional strategies. Students have access to Chromebooks. AVID strategies and student collaboration are regularly encouraged.

C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Knowledge: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Teachers as Coaches: Teachers facilitate learning as coaches to engage all students.

Examination of Student Work: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

Students use technology to support their learning.

Students use a variety of materials and resources beyond the textbook.

Real World Experiences: All students have access to and are engaged in career preparation activities.

Teachers strive to develop classroom activities and learning experiences that challenge all students and look beyond the traditional textbook and test model that are traditionally found in comprehensive high school. They utilize project based learning to make content more meaningful. Whole-group mini courses are used to engage students with specific content areas. Teachers meet weekly to discuss the needs of students. Teachers participate in professional development to keep current with new trends in content and methodology. A Site Technology Trainer brings information to the school on new and relevant way to integrate technology in the classroom.

Students demonstrate their knowledge by completing assignments electronically, utilize Google classroom, and create portfolios.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- Technology is utilized to help connect students with learning.
- Emphasis on facilitating school-to-career transition.
- Emphasis on connecting education to real-world situations.
- Multiple approaches to instruction and credit acquisition.

Key issues for Standards-Based Student Learning: Instruction (if any):

- Continue to develop mini courses, particularly in Leadership.

- Need to expand instructional staff in order to offer more specific courses.
- Reduce class sizes so that students will benefit from individualized instruction.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Teacher interviews, course outlines, student reports and classroom observations helped the Visiting Committee to identify the strengths and key issues for Category C.

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

To what extent do the school leadership and instructional staff use effective assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Professionally Acceptable Assessment Process: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Basis for Determination of Performance Levels: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

Assessment of Program Areas: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

The school staff uses data from the CAASP to analyze student performance and determine areas of need. When a need is identified, the staff have made sure that skills were built in the classroom. Summative and Formative assessments are used in the classroom to help students achieve mastery in any given course or concept. Information regarding academic progress is communicated efficiently and quickly to parents and the students performance is recorded on their electronic credit sheet.

The basis for performance and growth is directly related to the mastery model. Students who are struggling with mastery are given multiple opportunities to redo work or retake tests. Additional supports include one-on-one tutoring and the 0/5th periods where students receive more individualized instruction. The results of mastery of concepts is discussed at weekly PLC meetings.

A rubric has been developed to monitor student growth in all five REACH categories. Performance cards are given to students so that they can self-assess their progress. Weekly meetings also allow time for school leadership and instructional staff to assess graduations requirements, course completion, and homework and grading policies. The addition of a career education component allows students and staff the opportunity to assess college- and career-

readiness opportunities.

PHS is involved in an ongoing process of analyzing each curricular area and developing needed changes. They have developed courses that have gained a-g certification. Staff is involved in professional development activities.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these finding to modify the learning/teaching practices to improve student learning?

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Appropriate Assessment Strategies: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

Demonstration of Student Achievement: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Teachers consistently use formative and summative assessment to measure student progress and classroom instruction. The process begins at intake meetings where academic progress, attendance, behavior, and previous experiences are assessed and which then leads to a customized program for the student. Academic skills are constantly monitored and recorded electronically on credit sheets so that students have immediate access to their progress..

Chapter quizzes, final unit exams, and writing samples provide a view of student learning . By utilizing online instruction student learning is individually paced. The online instruction program builds in regular assessments to evaluate student understanding and allow teachers to intervene quickly when necessary.

Students are presented with course outlines so that they are aware of expectations. Teachers provide timely specific feedback to continue to individualize the program and assist student with their learning outcomes. The students are given multiple means of demonstrating content mastery and multiple approaches to career-, college- and life- readiness.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- Students and parents have access to real time data concerning student credit progress
- Students have control of the timing of their assessments.
- Alignment with the new 6 statewide indicators as part of the DASS dashboard.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- Develop methods to assess and measure student progress in each of the 6 proposed DASS areas.
- Evaluate reintroducing pre-tests as way to accelerate credit acquisition.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Based on Odysseyware online assessments, teacher interviews, work samples, credit acquisition, and credit sheets the Visiting Committee has identified the strengths and key issues in Category D.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

Online Programs: INACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [INACOL Standard Q, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning/teaching process, including parents of non-English speaking, special needs, and online students.

Use of Community Resources: The school uses community resources to support student learning.

AT PHS, there is a school-wide belief that every parent wants their child to succeed. They recognize that it can be difficult for families to attend traditionally scheduled school activities such as back-to-school night or advisory groups. Efforts are made to connect with parents and encourage school/ parent partnerships in whatever manner possible. PHS staff encourages and responds to informal parent involvement from daily phone calls and impromptu parent visits. The school is able to personalize parental involvement to meet the needs of each family.

PHS encourages traditional opportunities for school involvement. Site council meets several times a year. Parent participation is solicited for those meetings. The school organizes back-to-school night/ career fair events and an open house and art show.

To meet the needs of non-English speaking parents, a Spanish speaking community liaison is available to help translate. This includes attending school-wide events or arranging meetings if needed. The principal presents information about PHS at district ELAC meetings.

PHS collaborates with a variety of community resources to support student learning. They utilize local volunteers, community service organizations, local/state/federal programs. Local retirees from the local residential community help tutor students. Private donors help fund the career and outdoor education field trips. Local service clubs-Kiwanis, Lions Club and the Rotary Club assist PHS. Placer County Social Services help with transportation. Stand Up Placer is a non profit counseling program that works with individual students. PHS also works closely with Crisis Resolution Center, Latino Leadership Council and Placer County Homeless Network.

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement?

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

High Expectations/Concern for Students: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Atmosphere of Trust, Respect, and Professionalism: The school has an atmosphere of trust, respect, and professionalism.

PHS has had several updates made to the facilities including the addition of four security cameras that monitor all outside activities on campus 24 hours a day. The district approved access and expansion of an on-campus portable that was used as storage to be used for the ATLAS program. The entire campus has been painted and several rooms were remodeled. Fencing surrounding the perimeter of the campus was installed. A new fire alarm system and phone system was installed.

PHS has a school evacuation plan. All vital areas of the school are monitored and have ample emergency exits. Fire and lockdown drills are conducted each semester. Walkie-talkies are used to help facilitate communication on safety issues between key personnel. The school-wide intercom system has been repaired to classrooms and outside quad area, but they are still experiencing difficulties with the system not always working.

Student social-emotional well-being is emphasized. There is an emphasis of two-way communication as priority to foster meaningful youth participation in running the school. The IT department has developed a technology use agreement that all students and their parent must sign each year.

Several supports are in place to help with conflict intervention and create an emotionally supportive learning environment. The school psychologist offers a weekly yoga class that helps students focus on personal mindfulness. A mental health specialist assists with student needs and provides drug/alcohol interventions and ongoing counseling support for students and families in need.

E3. Personal and Academic Student Support Criterion

To what extent do all students receive appropriate academic support and multi-tiered intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community?

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support: The school has available and adequate services to support student's personal needs.

Support and Intervention Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

Support Services – Multi-Tiered Interventions and Student Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

Equitable Support to Enable All Students Access to a Rigorous Curriculum: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the schoolwide, learner outcomes, academic standards, and college- and career-readiness standards.

PHS has created an environment of caring and concern for students. The staff and principal believe that each child is unique and celebrates that rather than ignores it. The staff is committed to reinforcing the "Responsible Citizen" aspect of REACH daily and reviewing that each week at The Huddle. Students are honored for good deeds by being recognized with a cheesy gift.

School-wide traditions have been established which includes Tie Dye Friday, the Huddle and other events. Each of these traditions build upon the community of the school and celebrate the uniqueness of each student.

The small school setting and commitment of the staff builds an atmosphere of trust, respect, and professionalism. All staff are committed to the success of all students and have created innovative ideas to involve students and help them succeed. A small pupi-teach ration promotes a nurturing relationship. Staff is available to talk with students. Students are encouraged to express themselves and every effort is made to assist or refer to appropriate interventions. Students are taught communication skills and conflict resolution is managed by two-way communication.

Students have access to tutors each week. There are approximately 15 volunteers who provide one-on-one assistance with academic instruction. The school psychologist is available as needed. He works with all students. He teaches a Yoga class. There is a school counselor on campus once a week. The health nurse is available as needed as well. The wellness specialist comes once a week and runs several closed groups.

PHS staff discusses student needs weekly at PLC meetings. Curriculum is differentiated and delivered individually based on student need. Project based learning assists students with real life problem solving that is relevant and specific. Data is collected through quizzes and tests to build on mastery and students are given the support they need to be successful.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- Students are actively involved in their education.
- Strong partnerships have been developed between PHS and community.
- Students have a strong sense of community at school.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- An Education Specialist is needed to serve incoming students who would benefit from the program.
- An increase in staff is needed so that students who are “waitlisted” will have the opportunity to attend a school that better suits their needs.
- Fix stairs at ATLAS building which present a safety hazard.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Student interviews, volunteer staff interviews, classroom observations, work samples and interviews with the social emotional team helped the Visiting Committee to determine the above strengths and key issues for Category E.

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

Schoolwide Areas of Strength (list numerically)

1. Emphasis on mutual respect and giving stakeholders a “voice”
2. Blended program of project-based learning and online instruction
3. Emphasis on connecting education to “real world” situations
4. Students and parents have access to real-time data concerning student credit progress.
5. Strong partnerships have been developed between PHS and community.
6. Multiple opportunities for interventions.

Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Critical Areas have a “who,” “what,” and a “why” in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

Schoolwide Critical Areas for Follow-Up

(list numerically; Include who, what, why, and the impact on student learning)

The visiting committee concurs with the school’s identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. Continue to make improvements to the site that ensure the safety of staff and students.
2. Additional teaching staff to keep class sizes appropriate for an alternative ed setting.
3. Continue to develop mini-course, particularly in Leadership.
4. Develop methods to assess and measure student progress in each of the 6 proposed DASS indicators.
5. Address an increase in staff to accommodate the numbers of students who wish to attend PHS, as this program may better suit their educational needs.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

(Note: Show the relationship to what the school has already identified, if possible.)

1. The District needs to explore options for students who are not successful in a comprehensive setting. If PHS cannot accommodate the number and variety of students who need an alternative setting, the District should have reasonable opportunities to succeed and meet the WPUSD goal of promoting the “well-being of all students”.
2. Fix the stairs and entrances/exits for the ATLAS building.
3. There is a concern about safety especially planning for situations such as an active shooter on campus.
4. Continue collaboration with LHS to ensure a smooth transitions and seamless registration process, including creating more opportunities for students to access class across the district.
5. There is a need to examine the master schedule and consider offering more courses. This could include the addition of more staff.
6. Develop methods for assessing learning behaviors and academic skills during the orientation process.
7. There is a need to develop a formal plan for addressing the mental health needs of all students.
8. There is a need to provide breakfast for students on campus every morning.

Chapter V: Ongoing School Improvement (1–2 pages)

- Include a brief summary of the schoolwide action plan
- Comments on the following school improvement issues:
 - Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up
 - Do the action plan sections address the critical areas for follow-up?
 - Will the action plan steps enhance student learning?
 - Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., *III/USP*, *technology plan*, *staff development plan*)?
 - Is the action plan feasible within existing resources?
 - Is there sufficient commitment to the action plan, schoolwide and systemwide?
 - Is the schoolwide action plan aligned to the Local Control and Accountability Plan (LCAP)?
 - Existing factors that will support school improvement
 - Impediments to improvement that the school will need to overcome
 - Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

The Schoolwide Action Plan addresses the site identified critical needs as followed:

Goal 1: The school needs to establish effective communication between administration and staff; define areas of responsibility; create inclusive processes for making decisions.

PHS staff have worked extensively to create strong lines of communication between staff and administration, as well as between staff and students. Stakeholders are given a voice and multiple means of communication are utilized. Students are empowered through the SLO’s to take responsibility for their education, encouraging self-advocacy and self-reflection. This process leads to students taking ownership of their choices and correlates to the real world opportunities offered through PHS.

Goal 2: Phoenix will continue to improve student grade level performance and attendance by requiring students to complete a minimum of two (2) credits per week.

Students have real-time access to their individual credit sheets. This allows them, their teachers, and their parents to know at all times what progress they are (or are not) making toward graduation. Students have multiple interventions provided by staff to help them succeed if they are struggling. Individual student progress is discussed weekly at PLC meetings and reports are generated to show precisely where each student is and how many credits on average they are earning.

Goal 3: Phoenix will continue to improve student performance in Language Arts and Mathematics, increasing their scores to prove they are at or above grade level standards.

While CAHSEE is no longer utilized as an indicator of student progress, CAASPP scores, as well as Odysseyware assessments are analyzed to ensure student progress toward grade level standards or better.

Goal 4: The school will develop and implement a data assessment system by which school-wide student performance data, including local measures, is regularly collected analyzed, and used to inform instruction and program decisions.

Reports on student progress are typically generated through Odysseyware. Because the program is grade and state aligned for content, student progress can be measured through progress within the program. Students must pass each lesson and module with 70% or better before moving on. Staff feel this has been a better indicator of student performance than the CAASPP or previously utilized programs like Renaissance.

Goal 5: Phoenix, in conjunction with Lincoln High School, will develop written procedures for assessing students in need of transfers including how to communicate between the schools, areas of responsibility and accountability for communication with parents.

In past years, Phoenix and LHS have developed written procedures for assessing student in need of a transfer to an alternative setting. While these procedures are still followed, email has become the preferred method of communication due to the significant increase in students wishing to attend PHS.

Goal 6: Identify and implement Common Core standards, techniques, and curricular materials.

Staff have worked diligently to implement Common Core standards, techniques, and curricular materials into the instruction of students at PHS. Odysseyware is state standard aligned. The culminating project for each student at PHS is a REACH project which includes aspects of writing and speaking. These skills are not only identified in the Common Core standards, but are “real world” skills students will utilize in college and career settings.

Goal 7: Develop and implement social-emotional support programs for all students.

PHS has taken a “whole child” approach to student education. Of particular importance is the mental well-being of the student, as well as their safety and nutrition. Emphasis has been placed on building relationships, giving students a voice in their education, and developing skills to navigate the challenges they have and will encounter in life. Courses like Yoga have been developed to help students learn mindfulness. Multiple avenues are available through mental health providers to meet in an individual or group setting. Respect for individuals is encouraged throughout all educational aspects.

It is the impression of this Visiting Committee that the staff of PHS go above and beyond to ensure student success. Impediments to the continued success of PHS are the limiting size of the current campus, a need for more staff to accommodate the significant increase in students who wish to attend PHS, and a lack of other viable options for students who need an alternative setting.